

Year 4 Spring 1 Takeaway Tasks

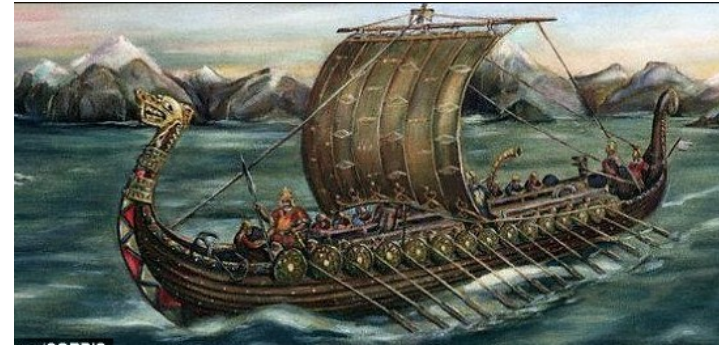
<p>Linguistic</p> <p>I enjoy reading, writing and speaking.</p>	<p>Mathematical</p> <p>I enjoy working with numbers and science</p>	<p>Visual</p> <p>I enjoy painting, drawing and visualising.</p>	<p>Kinaesthetic</p> <p>I enjoy doing 'hands on' activities</p>	<p>Naturalistic</p> <p>I am interested in the natural world around me.</p>
<p>Interview a dragon. What would you ask? How would they respond?</p>	<p>Imagine what a dragon's teeth would look like. Draw the teeth and annotate your drawings (think of the dragon's food).</p>	<p>Create a collage of a dragon.</p>	<p>Make a 3D model of a dragon.</p>	<p>Research the location of Knucker Holes, record your findings (maps, photos). Maybe you could visit one!</p>
<p>Musical</p> <p>I enjoy making music and listening to music</p>	<p>Interpersonal</p> <p>I enjoy working with others</p>	<p>Intrapersonal</p> <p>I enjoy working by myself</p>	<p>Spiritual</p> <p>I enjoy thinking about BIG! issues.</p>	<p>Free Choice</p> <p>I enjoy creating my own tasks</p>
<p>Write/compose a piece of music that could represent a dragon.</p>	<p>As a group, create a short dance to represent a dragon. Perform to the class.</p>	<p>Research different types of dragons and create an information book.</p>	<p>Create a capsule that could be taken to another world with things that are important to you. This could include people and objects. Explain your reasons.</p>	<p>Be creative—come up with your own takeaway task.</p>

Year 4 Spring 1 Term Dragons and Vikings

The term will start with a visit from story tellers with legends of dragons and knights. They will go on to explore where they might have lived in the UK using their developing geographical skills.



The theme of 'dragons' challenges pupil perception of what is real and what is not. They journey through ages, times and places; exploring legends to challenge their understanding of fact and fiction and how these boundaries can merge. A great deal of the unit is built around fantasy, but at each step, an element of truth and history is unveiled. Having been exposed to range of legends, children will then write their own legends.



Following on from the Autumn term history unit Anglo Saxons, we will find out about the seafaring invaders that raided Britain in their long boats, eventually settling and dividing the country until the battle of Hastings in 1066. Again, many of the ideas around the Vikings, will be challenged to ensure a clear understanding of the key events and their place on Britain's history timeline.

Readers



In reading, children will be engaging with a range of legends and guides to gain an understanding of the key features. They will also look at non-fiction texts and how information is presented.

In writing, children will use the knowledge about legend conventions to create their own legend. They will focus on using a range of sentence structures and powerful vocabulary choices to engage the reader. They will then apply their history knowledge to write a guide for Vikings.

Writers



Mathematicians



Children will continue to develop their knowledge and understanding of times tables and the associated division facts. They will then progress onto an efficient written method for multiplication and division and explore factor pairs. Towards the end of the term, they will move onto learning about fractions.

Children will work together to produce a class wiki and they will also learn how the internet and the web differ.

Computing



Geographers



Geography forms the main part of this half-term's theme. Children will gain an understanding of the key elements of the human and physical geographical characteristics of the UK, using and creating maps on climate, demography, topology / relief, land use etc. They will link this knowledge with that gained about dragons through reading legends, to identify where dragons are most likely to be found in the UK.

In science, pupils will investigate solids, liquids and gases, comparing and grouping materials using their properties. They will observe changes of state and learn about the processes in the water cycle.

Scientists



Musicians



The children will be exploring 4 beat rhythms; writing and playing these using standard notations. We will also be composing dragon music and rap so we can further explore rhyme and rhythm, as well as choreographing a dragon dance routine, inspired by the Chinese New Year.

Following on from the Anglo Saxons, pupils will explore why the Vikings invaded Anglo-Saxon Britain, what their culture was like and the events that led up to the Battle of Hastings

Historians



Linguists



Children will be learning how to describe themselves in French and will also be having conversations and learning vocabulary linked to Pancake Day and Easter.

Thinkers



In this unit, children will be investigating the Passover in Judaism to understand how celebrating this and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They will focus on the key question 'How important is it for Jewish people to do what God asks them to do?'

In P.E. children will be developing a dragon dance followed by creating their own story dance as well as undertaking indoor athletics.

Athletes



Year 4 ACRO Challenge

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4.

Attitude	Creativity	Relationships	Organisation
Determination	Enquiring	Empathy	Decision Making
Demonstrate that when you find things difficult, you don't give up, but keep on trying (sometimes taking different approaches).	Come up with a series of questions to research (relating to your class topic) – present these questions clearly – e.g. mind-map. Carry out research to answer the questions you have and present your findings in an imaginative way.	Demonstrate how and why you have responded to a national or local charity event. Explain why you chose to help and how you raised money.	Demonstrate that you can make decisions for yourself in class, taking the necessary steps before asking the teacher – e.g. use a dictionary / ask peer to check spelling.
Self-knowledge, belief, confidence	Reasoning	Presentation	Vision / Goal-Setting
Consistently demonstrate high motivation in your learning by ensuring you manage distractions well.	Demonstrate that you can use your imagination to present ideas effectively in different ways when presented with an open task - e.g. through a poem / newspaper / diary.	Win the class cup for showing courtesy, care and kindness – or – show the ability to work well with a variety of different people.	Ensure I always have <ul style="list-style-type: none"> ● Pen ● Pencil ● Reading book ● PE Kit ● Homework (on Mondays)